

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Hope International University

Professional Services Division

April 16, 2001

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Bethany College. The report of the team presents the findings based upon reading the Institutional Self-Study Report, program documents, advisement materials, the college catalog and interviewing candidates, graduates, full- and part-time faculty, college staff, coordinators, institutional administrators, K-12 site supervisors, teachers and administrators, and additional documentation requested from institutional administrators while on site. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendation

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Bethany College and both of its credential programs.

ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the recommended stipulations:

- The institution needs to increase its resources for the library, technology, and teacher preparation textbooks and related materials.
- The School of Education needs to provide the single subject candidates reading preparation that is specifically designed for single subject teachers.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject CLAD Emphasis
- Single Subject CLAD Emphasis

- (2) The Team recommends that Bethany College provide evidence to the Committee on Accreditation that appropriate actions have been taken to address each of these stipulations within one year from the date of this action.

(3) Staff recommends that:

- Bethany College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Bethany College be placed on the schedule of accreditation visits for the 2007-2008 academic year.

Background Information

Bethany College began as Glad Tidings Institute in San Francisco at the Assembly of God church and was originally a place for preparation for those who wanted to become pastors or missionaries. Glad Tidings Institute moved to its present location in Scotts Valley in 1950 and became Bethany Bible College. In 1966, Bethany became the first denominational Bible college of the Assemblies of God to receive regional accreditation. Under the direction of Dr. C.C. Burnett. The Teacher Education Program was begun in 1968 and continues now. In the 1990's Bethany Bible College was renamed Bethany College. The college is divided into four schools -- School of the Bible, School of Arts and Sciences, School of Professional Studies, and School of Continuing Education. The Teacher Education Program is part of the School of Professional Studies which also includes the Commission approved Liberal Studies for Teachers undergraduate subject matter major.

Preparation for the Accreditation Visit

The Commission staff Consultant, Helen Hawley, was assigned to the institution in August 2001 and met with institutional leadership on September 25, 2001. Telephone and email communication was maintained between the staff Consultant and institutional representatives regarding approval of the pre-conditions and the assembly of the team. The Team Leader, Barbara Morton, was selected in February 2002. Ms. Morton had the opportunity to talk with institutional administration prior to the visit.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. The institution decided to use option one

(California Program Standards) in the *Accreditation Framework* for the programs, Multiple Subject CLAD Emphasis and Single Subject CLAD Emphasis.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the College President, institutional administration and the Commission Consultant. It was agreed that there would be a team of four, consisting of a Team Leader and three team members. The Commission Consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework*.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the institutional self-study report and information from Commission staff on how to prepare for the visit. The COA Team Leader and members examined the institution's responses to the Common Standards and the Program Standards. The on-site phase of the review began on Sunday, March 3, 2002 with a team of four, including the Team Leader. The team members arrived on Sunday afternoon and began their deliberations with one another. The team meeting included a review of the accreditation procedures and interview schedule. This was followed by a reception and dinner sponsored by Bethany College. On Monday morning the team was assembled at the college for an institutional overview before beginning their review.

On Monday and Tuesday, March 4-5, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the four team members with much sharing of information. On Sunday, Monday and Tuesday evenings the team had working dinners. During lunch on Monday and Tuesday team members shared data with each other that had been gathered from interviews and document review. The entire team met after dinner on Monday evening to discuss progress the first day and share information about findings. On Tuesday the Team Leader and staff Consultant met with the Program Directors, Dean of the

School of Professional Studies and other institutional administrators for the formal mid-visit status report. Institutional personnel gave the team some additional materials arising from the mid-visit status report. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report.

Preparation of the Accreditation Team Report

Pursuant to the Accreditation Framework and the Accreditation Handbook, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of “Standard Met” or “Standard Met Minimally” with either Quantitative or Qualitative Concerns. The Team then wrote specific narrative comments about each standard, provided a finding or rationale for its decision, and then outlined perceived Strengths or Concerns relative to the standard.

For the program areas, the team prepared a narrative report about the program standards which pointed out any standards that were not fully met and included information about findings related to the program standards. The team included specific Strengths and Concerns related to the program areas.

The team included some “Professional Comments” at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the team met Wednesday morning for final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that one Common Standard was met with qualitative concerns. One Program Standard was met with qualitative concerns. The remainder of the standards were fully met.

The team made its accreditation recommendation based on its findings and the policies set forth in the Accreditation Framework. In its deliberations,

the team decided that several standards in both Common and Program sections were worthy of being noted as areas of strength and, in other cases, areas of concern. The team then decided on an accreditation decision for the institution. The options were: “Accreditation,” Accreditation with Technical Stipulations,” Accreditation with Substantive Stipulations” or “Denial of Accreditation. “ After thorough discussion, the team decided to unanimously recommend the status of “**Accreditation with Technical Stipulations.**”

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION – ACCREDITATION TEAM REPORT**

INSTITUTION: BETHANY COLLEGE

DATES OF VISIT:

MARCH 3-6, 2002

**ACCREDITATION TEAM
RECOMMENDATION:**

ACCREDITATION WITH TECHNICAL STIPULATIONS

RATIONALE:

Many elements of the program for the

The team recommends ACCREDITATION WITH TECHNICAL STIPULATIONS based on a thorough review of the self study document and information gathered during the visit from exhibits, extensive interviews with campus and field personnel, and additional information requested from administrators during the visit. The team agreed it obtained sufficient and consistent information to enable them to make overall and programmatic judgments about the School of Education.

Following are the recommended stipulations:

- The institution needs to increase its resources for the library, technology, and teacher preparation textbooks and related materials.
- The School of Education needs to provide the single subject candidates reading preparation that is specifically designed for single subject teachers.

The Team further recommends that Bethany College provide evidence to the Committee on Accreditation that the appropriate actions have been taken to address each of these stipulations within one year from the date of this action.

Team Leader: Barbara Morton
Concordia University

Team Member: Peter Cheoros
Lynwood High School

Team Member: Geraldine Morey
Valencia Valley School (Retired)

Team Member: Carol Adams
La Honda Elementary School

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
18	Program Faculty	X	Catalog and Addendum
14	Institutional Administration	X	Institutional Self Study
53	Candidates	X	Course Syllabi
19	Graduates	X	Candidate Files
7	Employers of Graduates	X	Fieldwork Handbook
23	Supervising Practitioners	X	Budgetary Information
11	Advisors		Needs Analysis Results
6	School Administrators	X	Information Booklet
3	Credential Analyst	X	Field Experience Notebook
7	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
		X	Textbooks
		X	Candidate Credential Files
		X	Student Teacher Portfolios
		X	Reading Study

Note: In some cases, individuals were interviewed by more than one team member because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Common Standards

Standard 1 Education Leadership

Standard Met

Leadership of the highest quality is modeled by the Bethany faculty and staff from the president to the office assistants. Leaders are there to serve and support their faculty and their students. The vision of the institution is driven by the mission “Preparing Leadership for the Church and Society.” Teachers are prepared not only to be well equipped clinicians but also to be leaders in their schools, districts and in general the educational field and society. The Bethany College teacher education program completer is a cooperative and collaborative worker – modeling campus leaders. Many of these skills are learned by Bethany students from the example of their teacher education faculty and other campus leaders. The Bethany teacher supports and encourages his peers in ways modeled by senior administration and teacher education faculty. The Bethany teacher cares for her students as she was cared for by the leadership personnel at Bethany. In general the university administrators support, encourage, and value the educational programs and educational mission of the Teacher Education Program.

Strengths

The university leadership team highly values the Teacher Education Program (TEP). There is an understanding of the importance of working together as an institution to support the TEP in meeting and exceeding state standards.

There is a high level of collegiality among the School of Education administrators/faculty. They are a team with all the members dedicated to the same goal – the learning of their students and ultimately the learning of the K-12 students waiting to be served by the Bethany’s teacher candidates.

The education faculty members are not only leaders within their school but within the institution as a whole.

Concerns

None noted.

Standard 2 Resources

Standard Met with Qualitative Concerns

Bethany College at the present time is resource-challenged from the perspective of cash flow. However, in terms of personnel, property, and student body, Bethany is rich.

A significant positive is the intent and the desire to put more fiscal resources into the teacher education program. Another significant positive has been the increase in recent years in money allocated for library books and technology,

Although plans have been made to provide funds, at the present there is a limited amount of cash to meet all needs. Therefore, the standard is met with qualitative concerns. The following areas appear to need continued financial support: library

resources for educational books and other materials, technology including hardware and software and on-line resources, support staff, and faculty. The curriculum section needs recent editions of textbooks. Even with a relatively small student population in teacher education, the current adoptions in this area seem inadequate and outdated.

Strengths

The greatest resource of Bethany College is its people, who are committed to improving Bethany's teacher education program.

Bethany College has an agreement with UC Santa Cruz for library use.

Plans are progressing toward unifying the curriculum materials of the library and the teacher education curriculum room.

Concerns

Although the institution has made progress in library, and technology resources, it needs to continue to develop these resources. Textbooks and K-12 curriculum materials need to be current.

Standard 3 Faculty

Standard Met

The School of Education Faculty and staff are outstanding models of the caring professional. Faculty members have a breadth of teaching experiences and a strong sense of mission and passion for teaching that they pass on to Bethany students.

The faculty does not represent the same proportion of ethnicity that the student body does; however, it is the team believe that the university is doing what it can to locate potential candidates of minority population. The School of Education is exploring various strategies for seeking faculty who share the mission of the school and who demonstrate a commitment to the college.

Students complete course evaluations at the end of each semester. This data is tabulated and used by faculty to make improvements to the program.

Strengths

All adjunct faculty for the School of Education are K-12 practitioners.

School personnel, students and senior administrators all spoke highly of the education faculty members.

The university supervisors are all former school district or site personnel who take their responsibilities seriously and personally. They all seem to build strong bonds with both their students and the school personnel.

Concerns

The institution does not have a fully implemented review process for faculty other than student evaluations. They are working on developing a review process for faculty that will include a peer review.

The institution does not have a systematic process for supervisor training.

Standard 4 Evaluation

Standard Met

Credential students, program completers, master teachers, and university supervisors all have opportunities for program input through a series of feedback forms/surveys developed for each of the constituency groups. This data is looked at and then used, mostly informally, to make program revisions and updates. Because of the limited number of education faculty and close relationships of full-time as well as adjunct faculty, much of the discussions of change needed based on the surveys is informal.

Instrumental in the assessment process as well as the curriculum review process is the advisory council made up of practicing professionals as well as the Director of the Teacher Education Program and other School of Education representatives.

The instruments themselves that are used to collect data from the various constituencies are well-constructed with questions designed to provide appropriate data for useful review.

Strengths

The Advisory Council fills an important role in curriculum review.

An example of an idea that was processed through this committee and has now been implemented is the Mentor program for single subject candidates.

Concerns

No systematic process documents the use of data to affect change. The college needs to be able to show how the analysis of the data results in appropriate programmatic changes.

Standard 5 Admission

Standard Met

The current policy outlines well-defined requirements for admission to the teacher credential program. Current students and program completers praised the admission procedures carried out by the teacher education personnel at Bethany. The admissions counselor was helpful in providing support, encouragement, and guidance throughout the process.

While the college seeks students who are fully prepared and ready to take on the challenges of a teacher education program, the reality is there will be candidates who do not meet at least one of the criteria. When the faculty feels an applicant has high

potential to succeed as a student and as a teacher, the applicant is given the opportunity to be accepted into the program. Frequently the applicant will be expected to provide additional materials documenting potential to succeed.

Strengths

Opportunities are provided for underrepresented and underprepared students to gain admission to the program.

Scholarships are available for underrepresented students.

Fifty percent of the liberal studies candidates are culturally and linguistically diverse.

Concerns

None noted.

Standard 6 Advice and Assistance

Standard Met

Current and former students were impressed with the advice and assistance they received from all personnel on Bethany's campus. The applicants concurred that from their first inquiry they received personal attention in a way that assured them that they were valued members of the Bethany community.

Faculty are always accessible to students. Students are comfortable e-mailing or calling, at school or at their homes, whichever faculty member they needed for assistance with assignments, challenges in the classroom, or other advice. If students, undergraduate or 5th year, need academic support services faculty are available. A learning center is open to all students and an Educational Therapist is contracted at no cost to students to work with students with special learning needs. Both the Educational therapist and lead tutor in the Learning Center are bilingual.

Once an applicant is admitted, a strong system of advising and double checking insures that candidates are fully apprised of their status and program needs. A paper trail of communicating information to students as well as a significant amount of informal advising is evident.

Within this warm, caring community it is sometimes necessary to practice "tough love" and confront underperforming students and students who do not make a good match with teaching. The faculty at Bethany exhibit care and patience in these instances and take appropriate actions.

Strengths

Many check points occur along the way for students as they progress through the program. The institution has the courage to say no to candidates who are not well-suited to teaching or not performing.

Students and advisors develop strong personal relationships.

The Director of the Liberal Studies major also serves as the Director of Field Placements in the teacher education program creating articulation between liberal studies major students and professional preparation.

Concerns

None noted.

Standard 7 School Collaboration

Standard Met

Bethany College engages in strong collaboration with the local public and Christian school communities. Representatives of both communities participate in the advisory group and ad-hoc task forces. They also serve as university supervisors and hosts for practicum students and student teachers. Without exception, administrators felt they were enriched by their relationship with Bethany's Teacher Education Program. They actively seek to have Bethany students and graduates working at their schools.

Bethany College has provided master teachers with a good understanding of the program and expectations for students and master teachers. The college provides master teachers with a comprehensive handbook, which contains copies of all assessment forms and assignments the student teacher is expected to complete.

There are strong relationships between district personnel staff, school principals and the Director of Field Placement and others in the field placement office. As each candidate is known so well by the Bethany faculty, significant information beyond that found on the student teaching form can be shared with districts/schools to assist them in making appropriate master teacher/student teacher matches. Schools, districts, and classrooms are selected so that each candidate has at least one half of student teaching completed in a CLAD appropriate classroom.

Strengths

The college has collaborated with local school districts in the reading collaboration project, PREP.

A three-way meeting between the master teacher, university supervisor and student teacher begins the student teaching experiences.

For the field experience the college is willing to work with schools and districts at considerable distances in order to meet the needs of weekend students from other areas.

Concerns

None noted.

Standard 8 Field Supervisors

Standard Met

The college collaborates with school districts in the assignment of master teachers. The small number of students in the program enables the process to be informal. College personnel insure that each master teacher meets all qualifications and standards of the

college. In many interviews field supervisors testified to highly valued relationships that they had established with college faculty and other personnel at the institution.

Strengths

The college sponsors recognition dinners for master teachers in their local area.

The high level criteria for selecting master teachers insures the candidates a smooth transition from theory to practice.

Concerns

The team found a lack of systematic training for master teacher in the areas of supervision and conferencing skills.

Multiple Subject CLAD Emphasis Credential Program

Findings on the Standards

After review of the Bethany self-study, supporting documentation, the completion of interviews of candidates, faculty, supervising practitioners, graduates and employers, the team determined that all program standards are fully met for the Multiple Subject Program.

The institution values its teacher preparation program and candidates. Candidates consistently describe the Multiple Subject Program as outstanding and are “proud” to be a part of it. A number of candidates described their experience in completing course work at Bethany as rigorous with high expectations from a strong supportive faculty. Careful personal monitoring keeps candidates on track, clarifies their goals, and provides meaningful assignments with model instruction, which transfers effectively to the classroom.

Strengths

Employing schools, cooperating teachers, and field supervisors are impressed with the quality of reading preparation of Bethany multiple subject candidates.

The program is greatly enhanced by strong, frequent collaboration and partnership with local schools as evidenced by personal contact with master teachers, principals and human resource personnel.

Schools and districts commented positively on candidates’ high level of professionalism, positive attitudes, openness to learning, and willingness to take direction.

The institution is commended for the universal recognition of the commitment of Bethany personnel and program candidates and for the accessibility of college supervisors.

Cooperating and employing school personnel provided clear examples of candidates’ effective preparation and readiness to enter the K-12 classroom, including subject matter knowledge, teaching and assessment strategies, creative planning, and meaningful assignments.

The Multiple Subject Program candidates reported high levels of confidence regarding their preparation and ability to deliver a well-balanced and effective instructional program.

Many candidates expressed appreciation for the intense night and weekend programs, which enabled them to pursue a teaching credential while keeping personal commitments.

Concerns

None noted.

Single Subject CLAD Emphasis Credential Program

Findings on the Standards

After review of the institutional self study, supporting documentation and completion of interviews of candidates, school administrators, faculty, employers and supervising practitioners, the team determined that all program standards are fully met for the Single Subject Programs except for the following:

Standard 4 is minimally met with qualitative concerns:

Standard 4: *Minimally met with qualitative concerns.* – Inconsistent level of institutional attention to reading preparation for single subject candidates.

Findings: The single subject non-CLAD candidates do not take a linguistics course. The program also lacks differentiated reading instruction for single subjects since the reading course is primarily structured for multiple subjects. The field experiences lack cohesion between theory and practice. Coordination of reading instruction with the practicum seems ineffective.

Strengths

Because of the small size of the Single Subject Credential Program, the faculty and students interact frequently. All students know their professors and are known by them. Professional and personal assistance is readily available and student progress is carefully monitored. Intervention is provided in a timely manner and minor difficulties are frequently kept from developing into major ones. A great deal of time and effort goes into supporting and insuring student success.

A system of regular checkpoints is used to track student progress. As a result, Bethany graduates are highly sought after by the public schools in the area.

Students provide evaluations of each course that they complete. The evaluations are used by the faculty to assess the effectiveness of the course and to initiate meaningful changes when deemed necessary. A similar course-by-course confidential evaluation of faculty by students is reviewed by the Program Director for the purpose of improving instruction.

Students learn effective educational skills not only from their texts but also by observing professional behavior modeled in the college classrooms. Students are taught effective teaching techniques and how to apply them in the classroom. The program strives to familiarize students with the connections between educational theory and practice.

Master teachers and secondary school site administrators are impressed with the high level of preparation exhibited by the student teachers. Students are not only academically prepared but also are highly adaptive to various learning environments.

In the Spring of 2002 a subject matter mentor program was instituted to provide single subject credential candidates with assistance in locating sources of information and to implement projects unique to their respective disciplines. This program fills an important need resulting from the fact that the single subject program is quite small and rarely do more than two candidates have the same major. The program will be fully operational by the beginning of the fall 2002 semester.

Concerns

None noted.

Professional Comments

The thoroughness to detail in all aspects of this program becomes even more impressive when the fact that there are only three full-time education faculty members is considered. While it is easy to be informal with student populations this size, the faculty have in place procedures, policies, and a paper trail that will serve well a much larger student and faculty population. The team suggests more specificity be added in recording field experience assignments.

We also encourage the education faculty to keep seeking alternative ways to deliver supervisory training to master teachers and faculty supervisors. While we acknowledge the logistical and temporal challenges of these typically highly sought after teachers, it is still a college responsibility to provide opportunities for these teachers to grow in their mentoring skills. One approach may not reach all or even the majority of teachers. There may even be a way to capitalize on or build upon outside resources.

Reading preparation can be improved by differentiated instruction, assignments, and field experience for single subject candidates to teach reading in grades nine through twelve. Single subject candidates would benefit from a more specific reading assessment instrument for grades nine through twelve. This would provide experience in using diagnostic assessment tools for individualized content-based reading instruction, as stated in the reading standard.